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The Bloomington, Illinois public schools recognized the need for a developmental and continuous guidance program from grades kindergarten through 12. During 1965-66, an elementary school guidance pilot project was initiated in two schools. This report provides information about the implementation of the program and role and functions of the counselor working with the children, parents, and teachers. An evaluation of the year's program is made by the counselor with the assistance of pupils, teachers, and principals in both schools, and the program is seen to have been moderately to very successful in meeting its various objectives. Recommendations are also made relative to future program development. (BP)

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REPORT:

ELEMENTARY SCHOOL GUIDANCE PILOT PROJECT

Centennial and Irving Schools

003561

JUNE, 1966

BLOOMINGTON PUBLIC SCHOOLS, BLOOMINGTON, ILLINOIS

Leading educators have long contended that guidance services should be provided for the pupil from the day of his first school registration until his graduation from high school. The provision for well planned elementary school guidance programs, however, has lagged considerably behind the recognition of the need for such programs. Today there is significant evidence that practice is beginning to catch up with theory. Many communities across the nation are initiating or expanding programs of guidance services sensitive to the needs of elementary school children.

The Bloomington Public School system recognized the need for a developmental and continuous guidance program from grades kindergarten through twelve. In the fall of 1961 a Coordinator of Guidance Services was employed to give leadership to the development of such a program and to provide consultative services at the elementary school level. Again in 1965 more progress was made toward meeting the goal of providing adequate guidance services for all children. During 1965-66, an elementary school guidance pilot project was initiated in two schools in cooperation with the State Department of Guidance Services and partially financed through NDEA funds.

This report provides information about the implementation of the program and the services provided by the counselor to the children, parents and teachers of Centennial and Irving Schools. An evaluation of the year's program is made by the counselor with the assistance of pupils, teachers, and principals in the two schools. Recommendations are also made relative to future program development. It is hoped that this report will serve to inform the reader about the program organization and services provided by the counselor during the initial year of the pilot project.

Rosemary Dustman
Coordinator of Guidance Services

June, 1966

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A Report of the Elementary School Guidance Project -- Centennial and Irving Schools Bloomington

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Acknowledgments

Elementary school guidance is not as new as many people would believe. Excellent guidance techniques have been utilized by conscientious teachers since the initiation of public school education. The unique facet of elementary school guidance is the advent of organized programs with specialized personnel.

The complexities and technological advances of our times demand that each child be prepared to cope with and contribute to ever changing ways of life. Guidance personnel at the elementary level can assist young people in better realizing their potential and in setting more realistic goals for themselves.

This report provides detailed information about the Elementary School Guidance Pilot Project in the Bloomington Public Schools for the 1965-1966 school year.

Many people have contributed to the development of this project. Special appreciation is expressed to the following for their assistance in making the program a success:

The Board of Education of the Bloomington Public Schools

Mr. George Wells, Superintendent of the Bloomington Public Schools

Miss Lois Green, Assistant Superintendent for Educational Opportunity

Miss Rosemary Dustman, Coordinator of Guidance Services

Miss Ruth Ahlenius, Principal of Irving School

Mr. Glenn Swichtenberg, Principal of Centennial School

The Teachers of Centennial and Irving Schools

The Department of Guidance of the State of Illinois

Section I

Review of Pilot Project

Introduction In the past few years there has been a growing awareness on the part of both educators and parents of the need for complete guidance programs from kindergarten through high school. It was realized that people working at the elementary school level are in a very favorable position to provide guidance for pupils because they are working with children who are very young and in their most formative years. There was also the realization that many of the problems associated with junior and senior high school such as under-achieving, dropping out of school, poor attendance, anti-social behavior, and deliquency, many times had their beginnings much earlier, and that more help should be given to youngsters during these elementary school years. Significant developments of the Twentieth Century have also brought a demand for identification of individual differences so that each pupil may develop to his fullest potential, that human resources may be better utilized, and that various forms of maladjustment may be recognized and prevented.

Guidance efforts are often more effective at the elementary school level because earlier recognition of problems is possible, and preventive and corrective measures can be taken before habits become firmly entrenched; parents are more closely and effectively involved with the school; and elementary school teachers have a close, continuous contact with children and know them well. With the recognition and acceptance of individual differences, the counselor, the teacher, and the administrator can interrelate to promote desirable classroom procedures which are conducive to better learning and adjustment of the pupils.

Role of the Counselor The counselor should be accepted and act as a functional and integral part of the educational process. It would not seem reasonable, however, to expect the counselor to act in the capacity of a remedial expert, school disciplinarian, truant officer, or social worker as these functions are the responsibility of other specialized personnel. The counselor's role should be interpreted as one in which he assists the classroom teacher in directing the growth processes in such a way that the child is well-balanced, works toward purposeful goals, solves problems intelligently, understands himself, respects others and co-operates with them, and finally emerges as a self-sufficient, sharing member of society.

Organization of Program The Bloomington Public Schools, have for many years, provided trained guidance personnel at the junior and senior high school levels. Like most school systems, Bloomington had not extended the guidance program to the elementary school level. Guidance services had been provided by the elementary teachers and principals with the assistance of the Coordinator of Guidance.

Although the efforts had been sincere, these people had other responsibilities and commitments which prevented them from performing guidance services to the degree that the children were entitled. It was recognized that there was a need for a person especially trained and qualified in the area of guidance to assist in meeting the needs of elementary school pupils.

The Bloomington Public Schools were invited, in the spring of 1965, by the Department of Guidance Services of the Office of Superintendent of Public Instruction to participate in an Elementary School Guidance Pilot Project. Bloomington thus joined nineteen other school systems in the operation of an experimental program in elementary school guidance. Each school system was given very flexible guidelines for establishing programs within their own communities. Indeed, each system was encouraged to organize their own program with a minimum of structuring on the part of the Department of Guidance Services.

The State Office asked that a competent and qualified person be employed to conduct the program. In addition, they asked that three progress reports be sent to them during the year. In return, the State Office would provide $3,000 reimbursement, certain basic guidance materials, and consultant services by personnel from Illinois State University and the Guidance Services Department of the State Office of Education.

Bloomington's pilot project was centered in Irving and Centennial Schools. Because Irving School had a larger enrollment and a larger staff the counselor devoted three days a week to Irving School and two days a week to Centennial School.

In the fall of 1965, Irving School had an enrollment of 440 pupils with 17 full-time teachers. In addition to the regular teachers, Irving School also received the services of several specialized people including a school nurse (2 one-half days per week), a social worker (indefinite amount of time), a psychologist (on call), a speech correctionist (4 one-half days per week), and system-wide curriculum coordinators who are on call when needed.

The original Irving School building was dedicated in 1904 and an addition was built in 1950. The building housed kindergarten through ninth grade until seven years ago when all seventh through ninth grade pupils were housed in one building. Irving is located in the southwest part of the city. The area which the school serves is composed, to a large extent, of people who are of average to below average socio-economic status. Although there is a rather high mobility rate in this neighborhood, it should be pointed out that there are many solid citizens who have established themselves in the community over a long period of time. There are a number of pupils in Irving School who are of the second and third generation in attendance at Irving School.

Centennial School is located in the northeast section of the community. This area is a rapidly growing area with a considerable amount of new home construction. The growth has taken place so rapidly, that even though the school is less than ten years old (dedicated in 1957) 123

children are being transported to two other schools in the community where enrollments have decreased as a result of the mobility eastward and the consolidation of the junior high schools. Centennial School had an enrollment of 390 pupils with a staff of 13 full-time teachers, in the fall of 1965. Aside from these teachers, there were additional special services people including a school nurse (2 one-half days per week), a social worker (indefinite amount of time), a psychologist (on call), a speech correctionist (2 one-half days per week), and system-wide curriculum coordinators who are on call when needed.

The families in this school district could be categorized as average to above average in socio-economic status with very strong and close ties to the school. The majority of people in this area are upward mobile on the socio-economic scale and many of them are new to the community as a result of the General Electric Plant and the Illinois Agricultural Association which have located in the community within the past fifteen years.

Implementation of Program

Because the program was entirely new to the Bloomington School System, it was realized that specific procedures would have to be formulated and utilized to insure proper implementation of the program. In order to accomplish this, the counselor spent the first week of school studying about the elementary school in general and elementary school guidance in particular. During this week, the program for the elementary school pilot project was written in cooperation with Miss Rosemary Dustman, the Coordinator of Guidance. After the program was written, many procedures were utilized to develop understanding of the program on the part of principals, teachers, parents and special staff.

The counselor met with both building principals to discuss all aspects of the pilot program. Teachers were provided with a copy of the complete program and faculty meetings were devoted to a further explanation of the role of the counselor and referral procedures. Literature about elementary school guidance was made available to teachers, and staff members from the two schools were encouraged to attend the elemen-

tary guidance workshops held in Bloomington which were sponsored by the Illinois Department of Guidance Services.

The counselor visited most classrooms and explained briefly who he was and what he would be doing. Observation of pupils on the playground and in the classrooms, and informal contacts with children helped the counselor become better acquainted with the student body.

The counselor attended all P.T.A. meetings and had the opportunity to explain the pilot project to parents of both schools. Further information was disseminated to the public through the Centennial Newsletter and the Bloomington Public Schools' Newsletter. The counselor had numerous contacts with special staff to clarify roles and discuss how all could best work together to meet the needs of the pupils in the two schools.

Objectives of the Program for 1965-1966 As in any program, specific objectives needed to be developed to provide direction for the year. Because of the uniqueness of elementary school guidance, this proved to be a challenging task. After much deliberation, however, the following were established as objectives for the initial year of the project:

1) Develop a program which will provide services for all pupils.

2) Plan, initiate, and implement the elementary guidance pilot project.

3) Develop a program that is developmental, preventive, and corrective in nature.

4) Interpret to principals and teachers the basic concepts and roles of the pilot project.

5) Work closely with the principals in determinig the unique problems or concerns of the schools so that in the future a developmental or preventive approach can be utilized whenever possible.

6) Act as a resource consultant to teachers, parents and principals.

7) Conduct research and follow-up studies that are useful and meaningful.

8) Encourage favorable public relations via available media such as

speaking engagements, written reports, parent and teacher conferences, informal gatherings, etc.

9) Provide in-service education where practical.

10) Develop systematic procedures for evaluation of the project.

Functions of the Counselor — Literature relative to the functions of the elementary school counselor presents divergent views. Those responsible for establishing guidelines for elementary guidance programs are not in full agreement about the role of elementary school guidance personnel. It was decided that the needs of all children in Centennial and Irving Schools would best be met if the counselor performed the following duties:

1) Implement and interpret the pilot project to the staffs and parents of Centennial and Irving Schools

2) Serve as a resource person for teachers and administrators.

3) Provide professional resource material.

4) Provide in-service training for teachers in guidance activities.

5) Assist in conducting the standardized testing program.

6) Assist in the interpretation of test results.

7) Collect, organize, and interpret data on pupils regarding the abilities, aptitudes, interests, attitudes, and behavior.

8) Help identify exceptional children and assist in finding ways to cope with their exceptions.

9) Counsel with individuals and groups of pupils whose problems are essentially school centered.

10) Assist in keeping adequate records on pupils.

11) Develop a more effective orientation program for sixth graders starting junior high school and transfer students new to the school.

12) Make available information on personal and social relationships, educational opportunities and career opportunities, as such information is appropriate at the elementary school level.

13) Hold parent conferences as needed.

14) Conduct related research and follow-up studies.

15) Work with other professional people such as the nurse, social worker, doctors, dentists, psychologist, speech therapists, and reading specialists in an effort to more effectively meet the needs of children.

16) Evaluate the elementary school guidance pilot project.

Individual Counseling — The major portion of the counselor's time was spent in individual counseling. Rapport needs to be established between the counselor and the child if he is to develop insights into his particular situation and improve himself because of it. Needless to say, this is a slow process and is quite time consuming.

Although the referrals were of varied kinds, the most often occurring were those involving withdrawn children, aggressive children, underachieving children, children who had difficulties getting along with peers and/or teachers, children lacking self-confidence, and children with various behavior and attitude problems. In order for the counselor to relate effectively with the individual pupil, it was necessary that the counselor know the child. Teacher consultation, observing in various situations, close perusal of cumulative records, staffings, and parent conferences were the various methods used to learn more about the pupil.

Consultation with Teachers — A second area of major emphasis was consultation with teachers. Through these consultations the counselor gained knowledge about the specific child and made pertinent suggestions and/or recommendations for the teacher to use in the classroom. The counselor also consulted with teachers relative to the administration and interpretation of the standardized tests, the revised cumulative folders, typical problem children, general school problems, and guidance materials and literature.

Group Guidance — Group guidance and counseling was a third area of major emphasis. Late in the school year the counselor experimented with small discussinn groups. The counselor hesitates to call it group counseling although in many circles, this is the label which is attached. An attempt was made to establish groups which were both homogeneous and heterogeneous in nature. An attempt was also made to establish groups which would represent both sexes. In addition, primary through intermediate groups were established with no more than one grade level separating members of the group.

Orientation Programs The counselor cooperated with the junior high school to improve the orientation programs for sixth graders going to the junior high school. Although the only tangible difference was a panel program presented by present seventh grades to the sixth graders of the Pilot Schools, several ideas were formulated and discussed which should produce an even more effective orientation program next year.

All students who did not attend school the previous year in the pilot schools were seen by the counselor. During these sessions the students filled out a new student form for the information of the counselor. The counselor attempted to make them feel welcome in their new surroundings, explained the school rules and elicited questions from the students, and took them on a tour of their new school. When these sessions were completed the counselor wrote an individual letter to the parents welcoming them to the school. Although no set routine was followed, the counselor attempted to observe these children later in informal situations to see how they were adjusting and performing.

Testing The counselor administered, scored, and interpreted numerous tests at the request of a teacher and/or the principal. Make-up tests were given to many children who were absent during the standardized testing program and some pupils whose scores were questionable were retested.

Parent Conferences and Public Relations A considerable amount of time was also devoted to parent conferences and public relations. These two items have been included together because it is the counselor's contention that there is a definite connection between the two. In addition to individual parent conferences, the counselor attended all Parent-Teacher Association meetings at both pilot schools, and explained the program in detail to both principals, faculties, and to the Parent-Teacher Associations. The counselor also appeared on an hour long radio program "Your Question Please," gave a presentation to an area Guidance Workshop on Elementary Guidance, assisted

in a complete presentation to the Bloomington Board of Education, gave a presentation at a system-wide institute, served as a panel member for Centennial School Parent-Teacher Organization program "Mental Health in the Classroom," gave a presentation to the Emerson School Faculty about the program, wrote an article for the Centennial School Newsletter, and wrote an article for the Bloomington Public Schools Newsletter.

The aforementioned were the major areas of emphasis, but the counselor did devote time in administrative conferences with the principals, the Coordinator of Guidance, and special services personnel. Additional time was spent in preparing reports for the state, filling requests for information from various places, preparing materials for the Northwestern Study, the University of Illinois Project, and the Ohio University Project, and preparing the end of the year evaluation. Finally, the counselor attended professional meetings, hosted visitors interested in the program, and did a portion of his own clerical work.

Appraisal Procedures and Record System To the credit of the administration and the teachers, an excellent appraisal and record program was established before the creation of the Elementary Guidance Pilot Project program. Because these were already in existence the counselor was able to devote time in other pressing areas. The following lists are summaries of the standardized testing program at the elementary school level and the various data kept on each individual child in his cumulative folder:

1) Standardized Testing Program
   a. First grade--Metropolitan Reading Readiness Test
   b. Second through Sixth Grade--Stanford Achievement Battery
   c. Third and Fifth Grades--Pintner Verbal and Pintner Non-Verbal General Ability Tests
   d. Classroom teachers are responsible for administration of the tests.
   e. Special tests are administered by the school psychologists and the school counselor as a need arises.
2) Cumulative records are initiated for each child in the Bloomington Public Schools upon first entry into the system. The records are mainly the responsibility of the classroom teacher with the assistance of the counselor. This record contains:

a. Personal information
b. Family information
c. Results of group and individual tests
d. Special services provided
e. Achievement and citizenship record
f. Extent of participation in school activities
g. Anecdotal records
h. Developmental reading record
i. Pertinent notes, letters or other correspondence

Evaluation by Teachers As was stated earlier in this report, specific program objectives were developed and functions of the counselor were defined at the beginning of the pilot project. In order to evaluate the extent that the objectives were met and the degree to which the duties were performed, an opinionnaire was completed by the teachers of Centennial and Irving Schools.

The teachers were asked to indicate their opinions based on a five point rating scale. The number five was used to show highest or strongest accomplishment while the number one was used to indicate lowest or weakest accomplishment. If the teacher did not feel competent to rate a particular area she was asked to indicate this by placing a check in a zero column. A copy of the complete opinionnaire appears in Appendix A of this report.

Table I shows the responses of the teachers as they rated each item on the opinionnaire. It can be noted that the objectives teachers felt were accomplished to the greatest extent involved planning, initiating and implementing the program, interpretatinn of the program, resource consultant services and public relations. It should be reaffirmed that the program was new and unique to all people involved. This made it necessary to devote an unusual amount of time in the preparation, initiation, implementation and interpretation of the program. This, perhaps, explains why these areas received stronger support in the ratings by the teachers.

It can also be noted that the functions which were performed to the greatest extent included the provision of professional resource material, counseling individuals and groups of pupils, developing a more effective

TABLE I

Responses of Twenty-Eight Teachers Relative to Accomplishment of Objectives Established at the Beginning of the Pilot Program

DESCRIPTION	0	5	4	3	2	1
Objectives						
Develop a program which will provide services for all pupils.		25%	11%	39%	18%	7%
Plan, initiate, and implement the elementary guidance pilot project.		71%	18%	11%		
Develop a program that is developmental, preventive, and corrective in nature.	11%	18%	35%	25%	11%	
Interpret to principals and teachers the basic concepts and roles of the pilot project		57%	32%	11%		
Act as a resource consultant to teachers, parents, and principals.	4%	42%	29%	21%	4%	
Encourage favorable public relations via available media such as speaking engagements, written reports parent and teacher conferences, informal gatherings, etc.	4%	64%	21%	11%		
Provide in-service education where practical	29%	14%	32%	14 %	7%	4%
Functions						
Provide professional resource material	7%	50%	32%	11%		
Assist in conducting the standardized testing program	21%	25%	25 %	18%	4%	7%
Assist in the interpretation of test results.	29%	20%	29%	18%	4%	
Help identify exceptional children and assist in finding ways to cope with their exceptions.	14%	18%	25%	18%	14%	11%
Counsel with individuals and groups of pupils whose problems are essentially school centered.	4%	53%	25%	14%		4%
Collect, organize, and interpret data on pupils regarding their abilities, aptitudes, interests, attitudes, and behavior.	21%	14%	21%	30%	14%	
Assist in keeping adequate records on pupils.	42%	11%	18%	18%	7%	4%
Develop a more effective orientation program for sixth graders starting junior high school and transfer students new to the school	29%	21%	46%	4%		
Make available information on personal and social relationships, educational opportunities and career opportunities, as such information is appropriate at the elementary level.	43%	7%	29 %	14%	4%	4%
Hold parent conferences as needed.	32%	39%	14%	7%	4%	4%
Work with other professional people in an effort to more effectively meet the needs of children.		68%	21%	7%	4%	

	YES	NO
Would you like to see the elementary guidance program continued in your building next year?	100%	0

orientation program, and working with other professional people.

In addition to responding to the opinionnaire, the teachers were asked to write subjective statements indicating their general feelings about the program, and to make any suggestions they had for improving the program. Twenty-five of the 28 teachers respnnded to this request and their verbatim comments can be found in Section II of the report. In summarizing these comments, it would seem that particular emphasis was given to the following points:

1) Basically everyone felt the need for an elementary guidance program of this nature.

2) Most felt that a commendable start or beginning had been made.

3) Most felt that a lack of time hindered the program.

4) There was some question as to exact roles and functions of the counselor.

5) Several mentioned that primary children should receive more service.

6) Several mentioned that in-service education would be profitable to help them identify and refer their children.

7) More time for teacher consultation was suggested.

8) Some suggested that resource materials be posted or printed for their use.

9) At least one teacher mentioned that group sessions should receive more emphasis.

10) Some mentioned that better communication was needed to inform them about what the counselor is doing.

Evaluation by Principals — No attempt was made to formalize the method the principals would use in their part of the evaluation of the program. The principals were asked to submit written statements regarding their specific and/or general reactions to the program. Their statements can be found in Section II of this report.

In summarizing these statements, it would appear that the following were the main points of emphasis:

1) There is a need for elementary school guidance and both principals were pleased to have the program in their schools.

2) Both principals would like to see the program continued as it is fulfilling a vital service to elementary school children.

3) The counselor provided at least indirect services for all the children.

4) The counselor became an integral part of the school staff and worked effectively with the teachers in better serving the needs of the pupils.

5) The program was well planned, initiated, and implemented.

6) A definite strength of the program was individual counseling and small group work with children.

7) The public relations efforts created a favorable public attitude toward elementary school guidance.

8) The principals stressed the effectiveness of the orientation programs for transfer students and sixth graders going to the junior high.

9) Both principals gave emphasis to the prevention aspects of the program.

10) Discipline is not within the realm of the counselor.

11) The beneficial aspects of the counselor's relationship to parents was also stressed.

12) Because of time limitations, it was suggested specific services be selected for "in depth" perusal next year.

Evaluation by Pupils An opinionnaire was completed by 28 students from Centennial School and Irving School. An effort was made to include boys and girls from both primary and intermediate levels. It was felt by the counselor that the answers to the questions on the opinionnaire would be more reliable if they were anonymous. In order to accomplish this, Miss Karen Sperlin, a graduate student in guidance from Illinois State University, was asked to administer the instrument. Her task was to explain the reason for asking the questions of each of the pupils, to ask the questions, and to record the answers as closely to verbatim as possible.

The results of the pupil opinionnaire revealed that in general, most of the pupils were aware of the reasons why they were being seen by the counselor. In some instances, they did not relate the reasons why the counselor and the teachers felt they were in need of counseling services. All of the pupils indicated they liked to talk to the counselor. With the exception of one, all of the pupils had a positive statement as to what they liked best about going to see the counselor. In almost all cases, the pupils answered, "Nothing" to the question, "What did you like least about going to talk to the counselor?"

In answer to the question of whether the counselor had helped them, 26 of the 28 pupils said, "Yes." One child said, "I don't know" and another answered, "No." The final question was relative to whether or not they would like to have the counselor work with them next year. Twenty-five pupils answered, "Yes." Two replied, "I don't know." One child said, "No."

It would appear from the comments made by pupils that the services of the counselor were highly acceptable to them and that almost all felt they had benefited from his assistance. A copy of the opinionnaire and specific comments made by pupils can be found in Appendix B.

Conclusions and Recommendations

It would appear from all available data, opinions, and evaluations that elementary school guidance is a well conceived idea which is highly desired by the professional staff of the schools involved in the pilot project.

Upon examining the data, it becomes obvious that all aspects of the program as originally established, did not receive equal emphasis. This is not necessarily a weakness in the program. In the allotted time, emphasis was given to those facets of the program which seemed to best suit the needs of the pupils, teachers, and parents of Irving and Centennial Schools.

One of the major concerns in the beginning was the question of whether elementary school children could profit from individual discussions with the counselor. There was speculation as to whether the verbal skills and maturity level of elementary school pupils would be developed enough for them to profit from individual counseling. This question has been answered to the counselor's satisfaction. Even though the verbal skills are often not highly developed, the children were able to communicate with the counselor. The counselor found that with patience and assistance in re-wording phrases, most children were able to define their problem so the counselor and the child could understand. It is felt that definite insights have been developed by many of the children as a result of individual counseling sessions.

An effort was made to inform the general public as well as those directly involved in the program. It is the feeling of the counselor that regardless of how valid elementary guidance is, it will not succeed unless a sincere effort is made in the matter of professional and public relations. It is the counselor's belief that when people understand they become more knowledgeable. As knowledge is gained, there is a better chance of acceptance and survival of a program which has a sound basis. It is hoped that a better understanding of elementary guidance was achieved through these efforts.

Even though a considerable amount of time was spent in teacher consultation, the teachers and the counselor felt that this service did not receive enough attention. This area seems to be one of the key differences between elementary guidance and secondary guidance programs. As stated in the introduction, the close and continuous contact of the elementary teachers enable them to recognize problems earlier. When problems can be discovered earlier, it becomes possible to use preventive as well as corrective measures before habits become firmly entrenched. The importance of the elementary teacher in a successful guidance program should not be underestimated. When there is close cooperation between the counselor and the teachers, a developmental guidance program can be implemented.

An area which received attention in the latter part of the year was small group discussions. Although this was not thought to be significant at the beginning of the year, the counselor is convinced that this technique can be effective in assisting children of elementary school age. This technique should enable the counselor to reach a larger number of pupils and assist in striving toward the goal of providing services for all pupils.

The project has now advanced through the initial year. A great deal was accomplished but more needs to be done. In light of the overwhelming approval as evidenced by the comments of administrators, teachers and pupils, the counselor recommends that the program be continued and expanded to include all Bloomington elementary schools as soon as funds, facilities, and qualified personnel can be procured.

After careful attention to the evaluations made by the principals and teachers, the counselor submits the following as recommendations for the second year of the Elementary School Guidance Pilot Project. It should be understood that this list is in no particular order of importance, and that further study will be necessary next year in order to meet the needs of the specific buildings. The recommendations are:

1) Continue development of program to provide services for all pupils.

2) Continue to build a program that is developmental, preventive, and corrective in co-operation with the teachers and principals.

3) Continue to act as a resource person to teachers, parents, and principals.

4) Provide individual counseling for those whose problems are essentially school centered.

5) Expand the discussion groups.

6) Continue to encourage favorable public relations.

7) Provide in-service education.

8) Co-operate with the junior high school in developing a more effective orientation program.

9) Continue the orientation program for transfer students.

10) Conduct research and follow-up studies which are worthwhile and useful.

11) Assist in administering and interpreting the standardized testing program and other testing within the realm of the counselor.

12) Continue co-operation with other professional personnel.

13) Continue to conduct parent conferences.

14) Make more effective use of professional resource material.

15) Expand consultation time with teachers.

16) Continue evaluation of the program.

Section II

Illustrative Observations

Pilot Program of Elementary School Guidance As Seen by the Principal of Irving School

For some time we have felt the need of an organized guidance program at the elementary school level but have not had the facilities nor personnel to implement such a program. As director of an educational program and principal of a building with 469 children of varying backgrounds, it is my concern and responsibility to try to provide the means to help every child make the best of his abilities. The aim of a good guidance program is to ensure adequate services for children in order that personality maladjustments may be prevented or reduced and effective learning may take place. Guidance today, however, the elementary teacher is called upon to do many, many things. He or she cannot be expected to be master of all subject areas and services.

Because of our firm belief in the potentiality of an organized guidance program, we were, indeed, happy to be one of the pilot project schools. This first year has been one of "feeling our way" and trying a great variety of guidance services in order to reach as many children as possible, as an illustration, our school has many transfer students. On a given Monday there may be as high as ten children enrolling, with an overall average of about three a week. Many of these children come because of a change in the home situation, a separation, because they were sent to live with relatives, or the inability of the breadwinner to hold a job. Not all of these children have problems but many do and bring them to their new surroundings. Two very fine things have been possible for these children this year through the counselor's services. He has welcomed them to the building and taken them on a tour to acquaint them

with their new school. He has followed up the children's orientation with a letter to the parents. This has proved to be one of the best public relations programs that we have had in years. Secondly, the counselor has made information available about new pupils by giving some of the standardized tests they may have missed earlier in the year.

One cannot mention at this time all the areas in which the guidance program has been very beneficial this year. There are several areas, however, which I would like to comment about. One, the constructive interpretation of the school's program to the parents is important for the establishment of good rapport. The guidance counselor can talk to the parents without the tensions which sometimes arise because the teacher and principal are regarded as "authority figures." Two, the counselor is one to whom the child may blow off steam. Children are under tensions for many reasons. Blowing off steam outside the classroom may save face for all concerned. Three, the teacher and counselor working together is guidance in action. It has been very rewarding to see this team work, grow and develop during the year. Four, the guidance counselor's work with individuals and groups of children has been a high light of the guidance program.

The counselor has made himself an integral part of the staff in our building. He has attended faculty meetings, served on building committees, attended P.T.A. meetings and socials where he could become acquainted with parents. In April the elementary guidance program was presented at the regular P.T.A. meeting. The counselor served as chairman and worked with the committee of teachers who assisted with the program.

As we review the first year of the Elementary Guidance Pilot Project we see that it is fulfilling a vital service to the elementary school child. We feel that it is important that the program be continued. As this is done, some factors might be considered. It is necessary to keep in mind that a guidance program should provide services for all pupils. The limitations of time necessitate planning, evaluating, and selecting which of many services can best serve the needs of the pupils.

Pilot Program of Elementary School Guidance As Seen by the Principal of Centennial School

There has been some real concern at the elementary level about the role of guidance. This concern has existed for a number of years but has more recently been brought into focus through the introduction of two major happenings:

1) Federal money through various title appropriations and

2) The State Pilot Project in elementary counseling.

As an administrator I have been vitally concerned with this movement and have periodically asked the questions, "What are the actual guidance needs at this level?" and "Is there a need for an elementary guidance counselor?" Because of the "newness" of this program the answers to these questions have not come easily. Immediate reactions of administrators have been that there is great value in having an elementary counselor and that a well planned program would help pupils and teachers and therefore the whole of the elementary educational program. These immediate reactions were based on study, research and common sense. I am pleased that we have reached the point where some of us can also use our first hand knowledge and experience with the elementary counseling programs in order to make our reactions and judgments more than superficial.

In a move that showed far-sightedness as well as "educational intelligence and initiative" the Board of Education in cooperation with the State of Illinois chose to employ an elementary counselor who would work in two buildings. Since one of the buildings was Centennial School, I have been in a position to witness first hand what such a program can accomplish. Before I point out these accomplishments, I feel that I must state a little of my philosophy of such a program. First of all, we must realize that the teacher will always remain the first step in guidance but she must have someone to turn to when problems arise which she does not feel adequate in handling. Neither the teacher nor the school principal is always qualified to suggest appropriate measures for other than normal behavior. Secondly, it is true that in an "ideal school", no counselor is needed, but it is my contention that the "ideal school" does not exist. Third, it is part of my philosophy that the elementary counselor is not a disciplinarian. When the counselor gets involved in

discipline, he or she can destroy the rapport necessary to accomplish behaviorial changes or modifications. Finally, teachers today are more aware than ever before, not only of the emotional needs of children, but of the ultimate results if such emotional needs are not met. Children, on the other hand, are under greater pressures than ever before and part of this is due to the change that has taken place in the organization of home and family.

The accomplishments realized this year are centered around some basic objectives set up for the initial year of the program. I will now state briefly each objective and my opinion of the accomplishment made.

1) Develop a program which will provide services for all pupils. It was considered imperative that all pupils profit from the work of the elementary counselor. With this in mind, the following types of activities took place which helped a wide range of children.

a. Sixth grade orientation to junior high school
b. Room talks about topics such as growing up emotionally, etc. given at all levels.
c. Group sessions involving children with both similar and dissimilar problems.

To say that the counselor had direct contact with 100% of the children would not be true, but to say that 100% of the children knew him and had indirect contact would be true. I would say that the accomplishment of this objective was the provision of services for all children.

2) Plan, initiate, and implement the elementary guidance pilot project. The evaluation of the project turned in by the counselor leaves no question but that the program was well planned, fully initiated and fully implemented.

3) Develop a program that is developmental, preventive, and corrective in nature. The program accomplished all three phases of this objective. There were definite steps taken of a corrective nature and one of the guiding principles of the program has been to prevent problems before they become problems. The objective has been not to wait until problems develop and are harder to correct but to stop them before they get started.

4) Interpret to principals and teachers the basic concepts and

roles of the pilot project. Our elementary counselor has definitely accomplished this objective. I, believe that, I as principal, and all of the teachers have a full understanding of the concepts and roles of the pilot project. This was accomplished through staff meetings, P.T.A. meetings, individual conferences, and informal sessions.

5) Act as a resource consultant to teachers, parents and principals. Teachers, parents and principal have used the counselor on many occasions as a resource consultant and we have always found him ready with ideas and help. He has developed an excellent library of resource materials that is handy for all of us to use.

6) Encourage favorable public relations via available media such as speaking engagements, written reports, parent and teacher conferences, and informal gatherings. This objective ties in closely with the preceding one and has been satisfactorily accomplished. There have been numerous contacts such as those mentioned in the objective and the sincere planning that went into these contacts have made possible an extremely favorable public attitude toward the total program and what it can accomplish.

7) Provide in-service education where practical. In-service education has permeated the entire program from the beginning. The work that has been done with parents, students, teachers, etc., constitutes an in-service program at its best.

My final comment would be that the program has far-reaching benefits. I feel it should definitely be continued, and expanded in the Bloomington Public School System. I am a firm believer in the help this program can give to the boys and girls of this community.

Comments by Teachers at Irving and Centennial Schools — The specific comments of the teachers responding to the opinionnaire are as follows:

1) "It seems apparent that the Elementary School Guidance Pilot Project has been extremely successful. When one considers the help given one individual child in order that she could build much needed self-confidence and learn to better get along with her peers through the

help of a trained, qualified person, then one must term the program as successful. This was a slow process as was to be expected but to think that one person could receive this help at the elementary level seems most desirable.

The program seemed to be properly initiated. Parents, children, and faculty were well informed as to how the program would be carried on throughout the year. No unnecessary requests or burdens were placed upon the faculty to carry on this program.

It is difficult to innumerate the many fine things this program accomplishes as it deals with children. It is hard to measure. How does one measure:

a. A new students feeling of comfort as he is helped to become acquainted with his new school?
b. A child's ability to do better work as a result of qualified help?
c. A child's ability to overcome his withdrawn feelings as he receives help in a special group?
d. A teachers' ability to become more tolerant as he better understands the problems of the child after discussion with the counselor?

The list could go on indefinitely but it seems the program has been successful and should be continued. Of course, the ideal would be to have a full time counselor.

Evaluation just wouldn't be complete without a suggestion for improvement. My suggestion would be to devise a method, in-service training or whatever, that would equip teachers to be more aware and more capable to find those that need help and thus get them referred."

2) "As a whole, I was very pleased with the guidance program this year. I felt that one big problem was a lack of time to accomplish everything in the objectives. I think we have taken a big step in helping some of our children who had major problems. However, I don't feel there was enough time to spend with the child whose problems may just be developing

or with "good average Joe."

Perhaps next year I will be more certain of the functions of the guidance project and therefore will come and ask for more help. I was always happy for the help I received but I wasn't always quite sure what all was included in the guidance program.

I feel that we have a good start and next year we can move ahead more rapidly because we will be more familiar with procedures, organization, etc."

3) "I think the program has been very good. Another year and it might be possible to work with more children. A guidance counselor really needs more time in a building."

4) "This is one of the most important services needed in our building. As long as we have so many disturbed parents we are going to need to help these children with their problems."

5) "On the whole, I have been quite pleased with the guidance program. I feel there is a definite need for this type of program and I feel the lower grades should be stressed."

6) "I feel the guidance program served a need. However, if the counselor could have been in our building more often, more people could have been helped. The greatest help was the effort to bridge the gap between the sixth and seventh grade. The panel helped to a degree but could have been more effective. I hope the program continues with more time allowed in our building. In this way, the individuals involved could meet more often. I feel this would help the continuity."

7) "I feel that a time limitation has been the main factor for goals not being fully accomplished. It has not been possible, for example, to provide services for all pupils.

Considering time limitations, I feel the program has been strong in trying to reach children with behavior and learning difficulties and helping them find more acceptable behavior and attitudes."

8) "With the time allotted him, the counselor has done a fairly good job. Specifically in my room, he has worked with two children who

are not adjusting and following room and school rules. He talks with them and advises me of possible solutions. Because of his limited time, he cannot work with all pupils--overachievers, etc."

9) "I feel that I actually have not been made aware of all the things the guidance counselor has done this year with the children in other classes. Therefore, I marked the box 0 in several instances simply because I was not knowledgeable about what had been done in these areas. Perhaps one suggestion, then, for next year. Issue brief periodic reports to the staff telling what had been begun or accomplished. I feel I have not made use of the published materials the counselor has had in his office although I'm sure they could have been useful. Perhaps some of the most valuable could be brought to our attention. There are topics of general interest that might be of worth to many teachers. Topics such as, "Discipline Procedures for Good Mental Health" or "Emotionally Disturbed Child's Learning."

The area in which I wish the counselor could be of more help is the beginning or initial phase of the referral. Do we refer the right children? Are some problems overlooked in the lower elementary grades when diagnosis is difficult? I suspect that they are, and that these children may later have "big" problems. Could some guidelines be developed that would help a teacher recognize symptoms and/or problems? These would be especially helpful to new teachers.

I have found the counselor most helpful and willing to listen to problems I've taken to him. I feel he has made valuable contributions to our school program this year."

10) "I feel this is greatly needed but on a full-time basis. On this basis, I feel we can do the job well and really see some results. I doubt if anyone cannot honestly see the need for an elementary guidance program. If we are going to conduct this program, then let's do it right and not in a haphazard way. On a part time basis, the most needed time is usually when the counselor is not available. I want to see a full time counselor in my building."

11) "This particular counseling program has enabled the students in

this room to take a look at themselves. One girl became extremely aware of her shyness and is making marked improvement in overcoming it. On the other hand, one of the boys who has a problem has not overcome it. He does not even appear to work on it but he has finally admitted it is there and ready to be worked on when he is ready.

Elementary counseling has helped my students and in thinking it over, I wonder what some of them would be like if they could have had this experience two or three years ago."

12) "This program has helped me get more understanding of some students. I believe this can be helpful if carried on."

13) "In so far as I know, I think the Elementary School Guidance Pilot Project has been very good for a beginning year. I feel the pupils and teachers reached this year have reaped some fine benefits. Another year, it may be possible to work with more children. Lack of time has been its main hindrance. I believe a school as large as ours could use a consultant on a full time basis. Personally, I feel that we are having more disturbed parents and children as time goes on--so I see a very important need for such a consultant."

14) "I'm sure that we do not know about all of the things that have been accomplished this year and the organization of the program has undoubtedly taken much time.

I do feel that a number of my students are profiting from guidance and that this number will increase as we begin to judge better in the classroom which students can profit from the counselors services and which are in need of other services.

I wonder if it would be possible to have a conference with the counselor (each teacher) as soon as there has been sufficient time to know the class well. Together, a little time analyzing the class and the needs of individuals in the class, would help us pinpoint the students who would profit most from guidance. Alone, our tendency is to refer those who are a problem to us."

15) "Perhaps because this program is just beginning there have been

out of necessity, many elements left out. I would like to see the counselor have more actual counseling time for group sessions. I can see great value to the children and I feel if we could reach all children through one or more of these sessions it would be good.

In addition, I feel it would be helpful for the counselor to discuss with the teachers involved to help them plan some type of carry over into the classroom."

16) "In my opinion, the guidance program has been a very worthwhile service. Although I participated on the guidance panel, I'm still not too clear as to ways you can help us in kindergarten. Our biggest problem is at the beginning of school each fall. Is there any way your assistance could be used?

As I said before, I feel the guidance program has had a very good beginning. A big effort has been made to inform the principals, teachers, and general public about the work being done. Guidance materials have been made available to everyone which is a very good step in the right direction."

17) "The elementary guidance program is still very new and to find its true worth I feel it should be continued for an additional year or two. I personally have had little connection with the program other than introduction of my new students to the building. However, I would like to have the counselor observe the children in my class at various times--in classroom, gym, playground--to aid in noting a child with possible problems.

I also think that during the year the children have become accustomed to seeing the counselor in the building and look forward to meeting him, and having him for a friend. My class, especially the boys, speak of him with great respect and if he would come observe the class, as suggested before, the children would begin to feel they really know him.

18) "I think the program is an essential one. I would like to see it extended to cover more children especially in the lower grades."

19) "I feel the program was very helpful this year. I was not sure

about some of the functions presented on the previous pages so I could not rate some of them. After referring some of my pupils, I felt there was little communication between the counselor and teacher regarding the outcome of the student-counselor interview."

20) "When you counsel with individuals, I believe the teacher should be more informed as to what he or she can do to help the child in the classroom. Perhaps the counselor could put a note in the teachers' box as to how the child is progressing, etc. I also feel the counselor should have a more definite schedule as to when and how often he or she plans to have a counseling session.

Perhaps the counselor could talk to each class or grade level if time and space permits to inform the children more about himself and his job. It seems all the children in my room would like to have the privilege of going to see the counselor."

21) "The strong points of the program as far as I am concerned were: Working with students in a corrective and hopefully preventive nature is probably its strongest point; helping to give new students a feeling of belonging through the orientation program; helping teachers with the testing program. This was especially helpful to me since I had never given these tests before.

The two weak points in the program from my point of view were a lack of communication as far as what was being done in some areas of this program. (however this may not be necessarily important for us to know). The second weak point was the fact that services for all who needed them could not be provided because of the lack of enough staff. This probably set a limitation on what might have been done. Of course, perhaps with a larger staff we can meet the needs of many more students who need these services."

22) "I think an excellent start has been made and I hope very much that the program will be continued next year. Where boxes 3 or 4 have been checked, the intent is to indicate not that the quality of performance has been deficient but that one would hope that more time would be available in these areas next year."

23) "I definitely feel this pilot project in elementary guidance is a tremendous step in the right direction. I feel the counselor has done an excellent job in his beginning. I think progress has been made in giving teachers a better understanding of the roles of guidance in the elementary school and many students have benefited from this as well as your working with them. I think there are many more students who could benefit from the program if time for working with them were available."

24) "My reaction to this pilot project is obviously quite positive; however, I must submit that I do not feel duly qualified to judge either the program in its entirety or the counselor. I do believe, though, that you have attempted to fulfill a necessary position as best as you have seen fit to do. Your rapport with both students and the faculty is commendable. I would hope, though, that there might be more communication between the teachers and the counselor concerning tests, etc."

25) "I think that the only problem, if one can call it that, is that earlier referrals are needed. Of course, this is not a problem with the program itself. Since this was the first year for the program, it took so long to get started. I think a lot more children would have benefited if we could have started right away. On the part of the teachers, I think the children should be referred earlier."

<u>Questions and Answers Given by Pupils on the Opinionnaire</u>

The following answers were given by pupils to questions asked on the Pupil's Opinionnaire:

1) Why do you think you have been talking with Mr. Newton?

a-Behaving
b-Number facts, cursive writing
c-I was kissing girls
d-Family, sports, weather
e-He's helping me with arithmetic and reading
f-I don't know
g-I had reading trouble
h-I have been talking when I'm supposed to be working
i-To help me. Helped me with my math.
j-To improve my work
k-Sports. Fought with another boy
l-Mr. Newton wanted to talk to me
m-Talk about fighting
n-To solve some of my problems. Getting along with others
o-I've been acting like a baby. Walking around the room. Grades

p-To help us with our problems
q-He calls me down to talk about when I'm doing bad in my work and to tell me when I'm doing good work.
r-To help me. He brainwashes me. Takes out the bad and puts in the good
s-Help me with my school troubles. Talking and not doing my work
t-I needed help with my work. I'm not really trying too hard
u-To get some help with school work
v-He helped me get more friends
w-Fighting and little things at home
x-He's been trying to find out what gets me into trouble
y-He's helped me
z-He's trying to help me get along better with people
aa-He's helping me to stop fighting
bb-Pay more attention in class

2) Do you like to go to talk to Mr. Newton?

a-Twenty-three of the counselees answered, "Yes."
b-Yes, he's a nice man. I like him
c-Yes, he's very nice
d-We discussed our problems in the groups
e-No

3) What do you like best about going to talk with him?

a-You get to know all the people in the group. The group gives you ideas that help you improve your work
b-The interesting discussions
c-He makes me see the things I've been doing wrong
d-Talking with him. He talked about people he knew and I talked about my relations
e-He gave me the calendars after each month
f-My mother and I liked it because I can do number facts better
g-Because he's nice
h-He's a pretty nice man. We had the privacy of talking
i-Making pictures. Typed
j-I don't know
k-We couldn't talk in class and I enjoyed his visits
l-He always let me draw pictures
m-He explained things I didn't understand. Talked about not sassing people
n-Sports
o-He let me color. Told me how to settle a fight. Told me how to play football and how to play fair.
p-You can solve your problems by talking with him. I could discuss things with him that I couldn't with anyone else
q-Just talking to him. He has a good voice. Medium
r-We could say anything we wanted to
s-Working arithmetic problems
t-We talked about a lot of things
u-Come here and get away from guys that call me sissy
v-I can't think of anything
w-Explained things. He told me how to get more friends. I could talk to him all day.

x-He was sensible and nice. We understand each other.
y-Everything. I liked to come here and I liked to get out of class
z-He's friendly and I like him for a friend. I liked his voice
aa-He's a nice guy
bb-To talk about fighting. He loaned me two books to read on getting along with others

4) What did you like least about going to see him?

a-Seventeen answered, "Nothing."
b-Didn't like to talk about fighting
c-He was always telling me to try to do better. I've had enough of that from other people
d-Nothing. I liked everything
e-No answer given
f-He talked about my grades and that scared me
g-Don't know
h-Nothing. Sometimes we missed some school work
i-Some kids in the other group missed out on things in the room
j-He asked so many questions, but I asked him some too
k-Have to make up work I miss in the room
l-I didn't like to laugh very much and he was funny and made me laugh

5) Do you believe Mr. Newton has helped you this year? If so, what do you do differently now than you did before you began seeing him? If not, what could he have done that he did not do.

a-Yes, I don't talk like I used to
b-Yes, I don't kiss the girls anymore
c-Yes, I do my work better
d-Yes, I can speak in class and answer more questions
e-Yes, I have more courage to talk in front of people. I pay more attention in class
f-No
g-Yes, I try but I can't concentrate because the other kids talk
h-I don't know. He helped me learn about myself, but nothing has changed
i-Yes, I have about ten more friends and I'm not so bashful as I was before
j-Yes, I've done my work a little better
k-Yes, I don't get in as many fights as I used to
l-Yes, arithmetic and reading
m-Yes, I'm trying to improve
n-A little. He helped me do my work better, but I'm still not doing too good
o-Yes, I can do my number facts better
p-Yes, he helped me on English and arithmetic
q-Yes
r-Yes, he kept urging me on to do better. I do better now and I don't give up
s-Yes, reading and spelling. I am getting better grades
t-Yes, I do my math better and I don't sass people
u-Yes, teaching manners about fighting

v-Yes, I changed rooms and I like this room better. I don't fight like I did before I saw him
w-Very much. Now I've reached my goal and everyone likes me
x-Yes, he helped me get my grades better
y-Yes, I do better work
z-Yes, I don't fight like I used to
aa-Yes, a lot. Before I wouldn't try and now I am doing better
bb-Yes, I don't fight like I used to

6A) (For K through 5 only) Would you like for Mr. Newton to work with you some more next year?

6B) (For 6th only) Would you like a person like Mr. Newton to work with you next year in junior high school?

a-Twenty-one of the counselees answered, "Yes."
b-Yes, If I need to, because I think it helps a lot
c-Yes, I'm going to a school in Normal though
d-Yes, I would like to see him for the last day to say good-bye
e-Yes, he would probably help me a lot next year
f-I'm moving to Normal. I don't know if I would or not
g-I don't know
h-No

APPENDIX

Appendix A

TEACHER'S OPINIONNAIRE

TO : All Teachers

FROM: Glen E. Newton

RE : Evaluation of the Elementary School Guidance Pilot Project

In my opinion, the pilot project has, on the whole, experienced an excellent first year. In order for us to build on this beginning, I am asking for the opinions and reactions of you, many of the pupils, the principals, and myself. Would you please rate the following objectives and functions (as stated in the original program) on a five (5) point scale? The number five (5) would indicate highest or strongest accomplishment while the number one (1) would indicate lowest or weakest accomplishment. If you do not feel you can make a value judgement on a particular topic, your choice would be zero (0). Indicate your opinion by placing an (X) in the appropriate box. Any pertinent comments you have to make about each topic would be appreciated and should be included in the space provided. In addition, would you answer one question and write a paragraph or so which would include your general feelings about the program, strong points of the program, weak points of the program, and any suggestions you have for improving the program next year.

OBJECTIVES	0	5	4	3	2	1
Develop a program which will provide services for all pupils.	—	—	—	—	—	—
Plan, initiate, and implement the elementary guidance pilot project.	—	—	—	—	—	—
Develop a program that is developmental preventive, and corrective in nature.	—	—	—	—	—	—
Interpret to principals and teachers the basic concepts and roles of the pilot project.	—	—	—	—	—	—
Act as a resource consultant to teachers, parents, and principals	—	—	—	—	—	—
Encourage favorable public relations via available media such as speaking engagements, written reports, parent and teacher conferences, informal gatherings, etc.	—	—	—	—	—	—

FUNCTIONS	0	5	4	3	2	1
Provide in-service education where practical.	—	—	—	—	—	—
Provide professional resource material	—	—	—	—	—	—
Assist in conducting the standardized testing program	—	—	—	—	—	—
Assist in the interpretation of test results.	—	—	—	—	—	—
Help identify exceptional children and assist in finding ways to cope with their exceptious.	—	—	—	—	—	—
Counsel with individuals and groups of pupils whose problems are essentially school centered.	—	—	—	—	—	—
Collect, organize, and interpret data on pupils regarding their abilities, aptitudes, interests, attitudes, and behavior.	—	—	—	—	—	—
Assist in keeping adequate records on pupils.	—	—	—	—	—	—
Develop a more effective orientation program for sixth graders starting junior high school and transfer students new to the school.	—	—	—	—	—	—
Make available information on personal and social relationships, educational opportunities and career opportunities, as such information is appropriate at the elementary level.	—	—	—	—	—	—
Hold parent conferences as needed.	—	—	—	—	—	—
Work with other professional people in an effort to more effectively meet the needs of children.	—	—	—	—	—	—

THE REMAINDER OF THIS PAGE AND THE FOLLOWING PAGE IS TO BE USED FOR THE INFORMATION REQUESTED IN THE FINAL SENTENCE OF THE PREFACE OF THIS MATERIAL.

	Check One	
Would you like to see the elementary guidance program continued in your building next year?	YES	NO

Appendix B

PUPIL'S OPINIONNAIRE

Because your school has never had a counselor like Mr. Newton before, we would like to ask you a few questions to see what it was like having him here. Please be honest because he will use this information next year to do a better job for you and your friends at _____ School.

1. Why do you think you have been talking with Mr. Newton?

2. Do you like to go to talk to Mr. Newton?

3. What do you like best about going to talk with him?

4. What do you like least about going to talk to him?

5. Do you believe Mr. Newton has helped you this year? <u>If so</u>, what do you do differently now than you did before you began seeing him? <u>If not</u>, what could he have done that he did not do?

6A. (<u>For k through 5 only</u>) Would you like for Mr. Newton to work with you some more next year?

6B. (<u>For 6th only</u>) Would you like for a person like Mr. Newton to work with you next year in junior high school?